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ABSTRACT

This report by the Superintendent of schools in Washington, D.C., describes the activities and progress of the school system for the year 1986-87. It is the 21st largest school district in the United States, and one of the most culturally diverse. Progress is reported on all levels, with particular attention to the computer literacy program, which brought technology into virtually every area of learning. Demographic information about the students is presented. The following five areas of priority are reviewed: (1) elementary education; (2) secondary education; (3) educational technology; (4) writing improvement; and (5) new partnerships with other government agencies and the private sector. Photographs are included on each page. Statistical information is graphically displayed. Names and titles of the members of the Board of Education and the Superintendent's Executive Council are provided. (VM)

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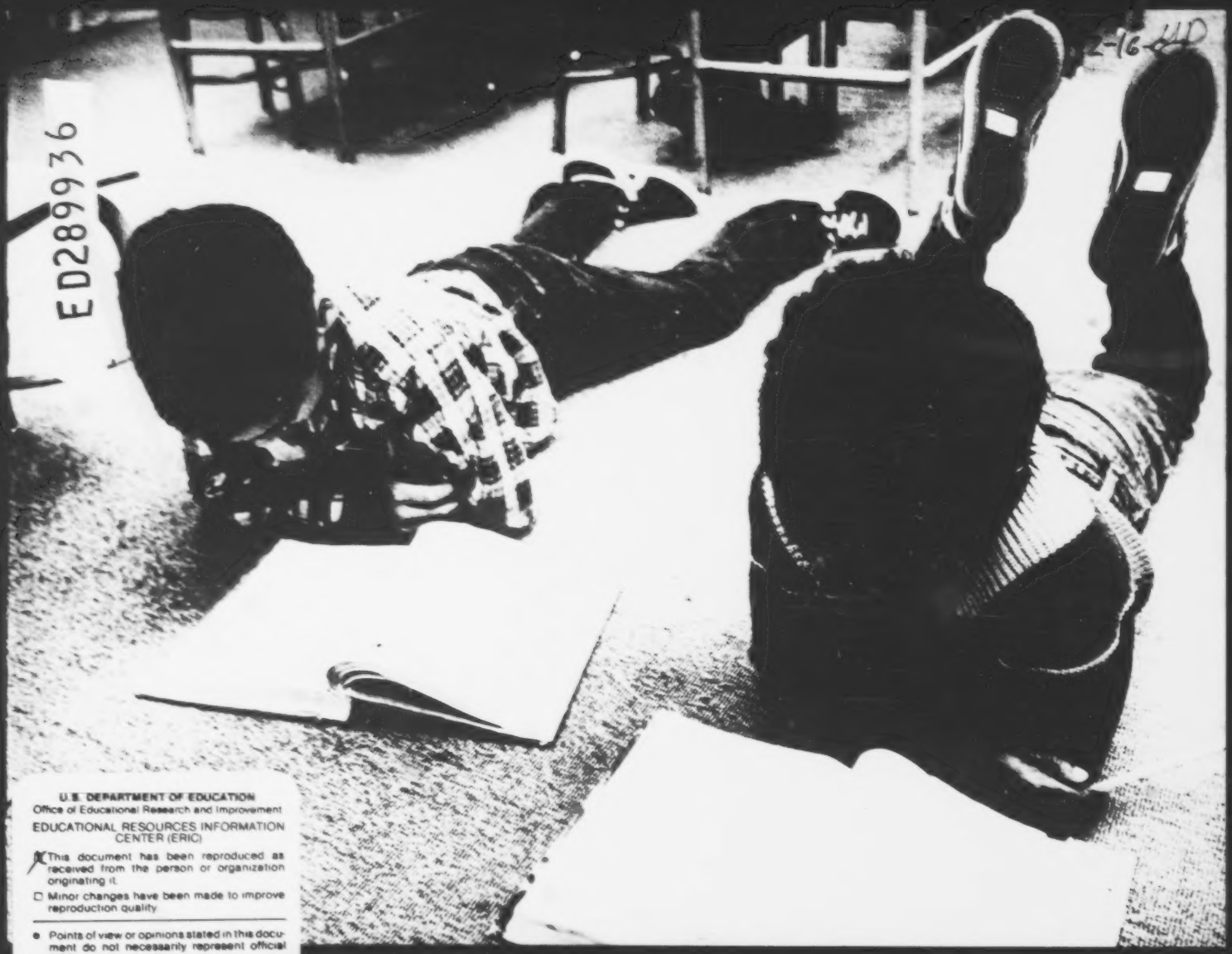

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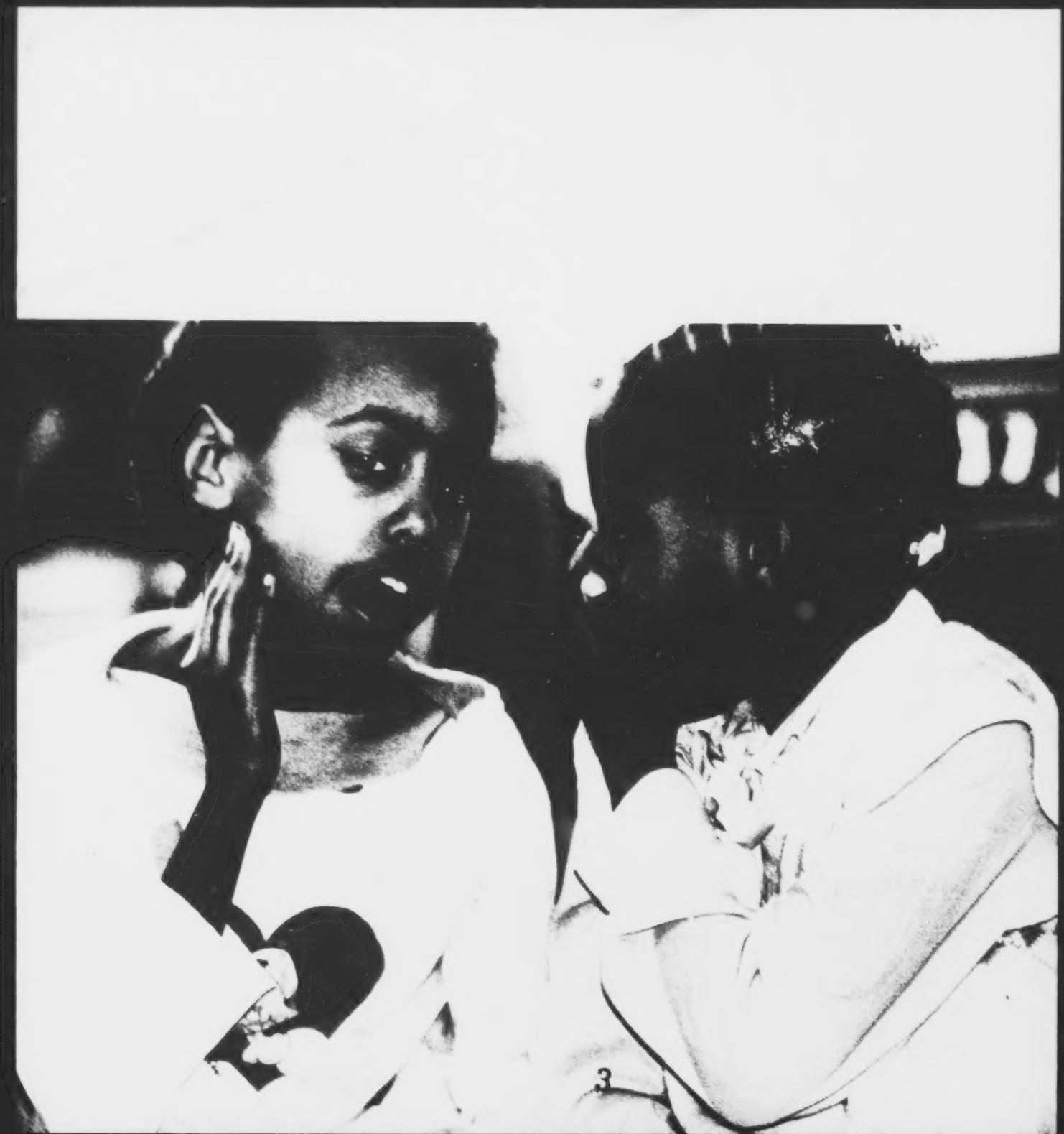
The Superintendent's Report to the Board of Education • School Year 1986-87



THE Report

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Superintendent's Message

Throughout school year 1986-87, the District of Columbia Public School system was guided by this theme: "We Earn Our Apple Every Day: Working Together is the Way." The slogan was a statement of our pride and our determination to reach new levels of accomplishment.

The concerted teamwork of students, parents, teachers, administrators, and our community did indeed result in a year of progress. This report highlights these efforts and achievements, focusing on five priority areas: elementary education, secondary education, educational technology, writing improvement, and new partnerships with other government agencies and the private sector.

This academic year brought new challenges and opportunities to our schools, and through the hard work of a dedicated "team," D.C. Public Schools enhanced its growing record of success in school year 1986-87 and paved the way for further accomplishments in the future.

Floretta Dukes McKenzie
Superintendent of Schools
Chief State School Officer

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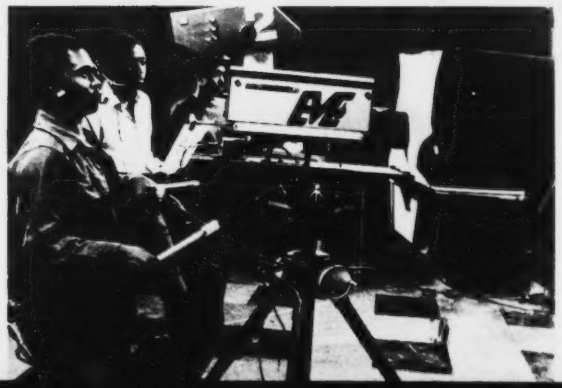
Students

The D.C. Public School system ranks as the 21st largest district in the United States. A total of 86,893 students were enrolled in 184 schools in 1986-87.

Another 15,000 students participated in the school system's adult education programs and in 14 community school programs.

DCPS is also one of the most culturally diverse school districts in the nation. Students speak a total of 111 different languages and represent 116 different nationalities. Bilingual and non-English speaking students are the fastest growing segment of the school population. This school year, more than 9,000 bilingual students were enrolled in the school system, an increase of 15 percent over last year.

Of the total student enrollment, almost 8,000 pupils are children with special needs. DCPS provides special education services for emotionally and physically handicapped students as well as for children with learning disabilities.



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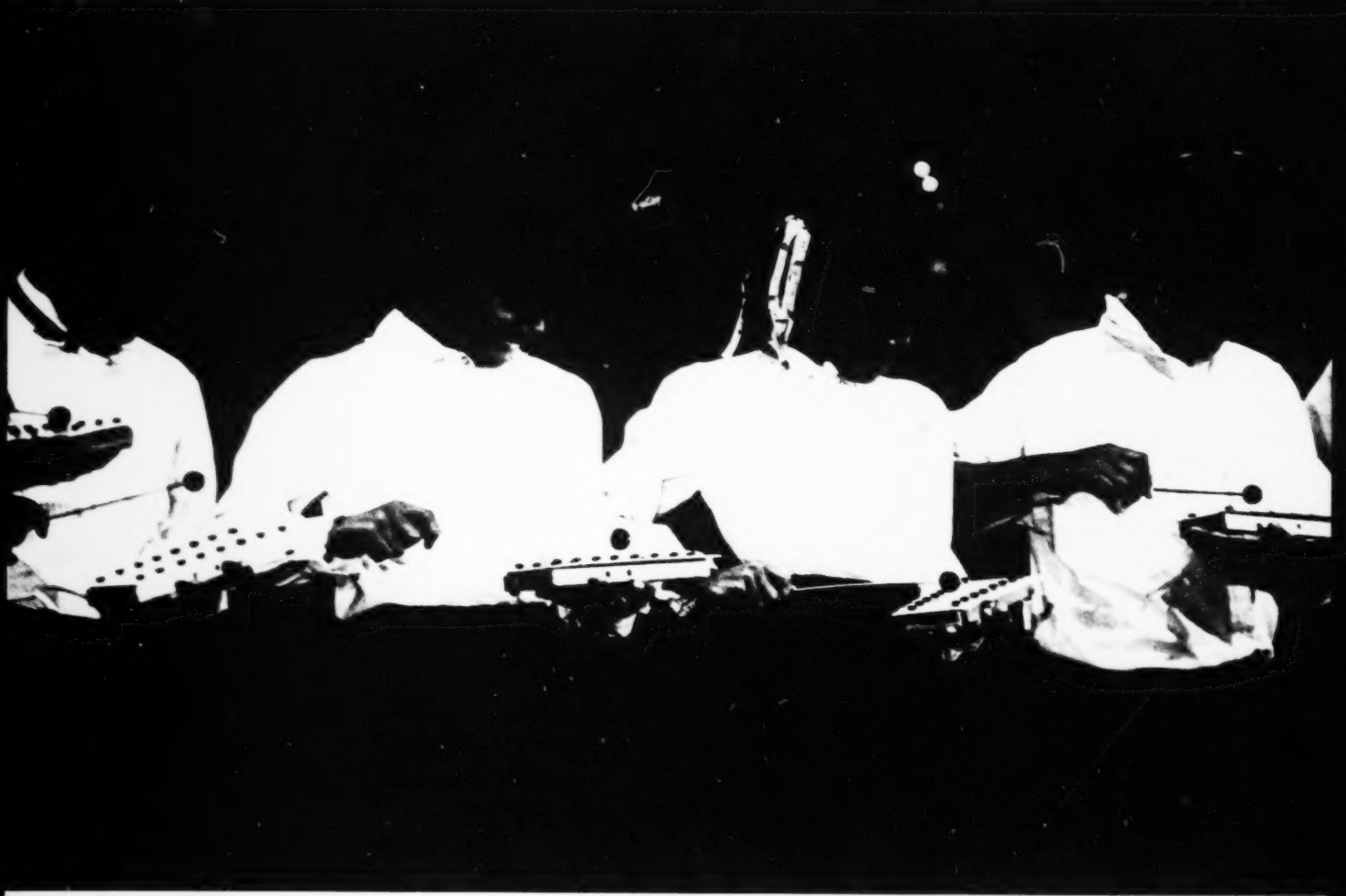
Almost 50,000 children were enrolled in 119 DCPS elementary schools in 1986-87. Often heralded for their longstanding record of academic progress, D.C. elementary schools were the focus of increased attention this year. More than forty all-day pre-kindergarten classes were begun this year; in 1987-88, all elementary schools will offer such full-time instructional programs for four-year olds. Among the Washington metropolitan area school districts, DCPS is the only school system to offer both all-day pre-kindergarten and all-day kindergarten classes.

Elementary students this year continued to prosper under the Student Progress Plan, a program begun in 1980 to ensure students' mastery of reading and math skills prescribed for each semester. At mid-semester and at the year's end, more than 90 percent were promoted to their next level of work.

Additionally, program offerings for gifted and talented students were expanded as were tutorial programs for elementary pupils needing added assistance.

Elementary Education



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Secondary Education

Junior and senior high schools and career development centers offered comprehensive academic courses of study as well as vocational training and career exploration opportunities to more than 35,000 students this year.

The Secondary Student Progress Plan was expanded to grades 9 and 10 in 1986-87. The plan provides for uniform course requirements, grading standards, and promotion policies at each grade level. This effort, to include grades 11 and 12 next school year, also requires increased reporting of student progress to parents and provides extensive assistance to students in need of extra or remedial instruction.

To promote academic achievement at the secondary level, a "C" average policy was introduced this school year. The "C" average rule requires students to maintain a 2.0 grade point average in order to participate in co-curricular activities. To ensure that students had ample assistance to meet this new provision, all secondary schools developed strategies to help students increase their academic performances. Schools offered before and after school tutorials, opened homework centers, started "Saturday academies," and enlisted the help of community and parent volunteers to work with the students.

The improvement efforts are taking hold: academic achievement is on the rise and DCPS graduates are increasingly securing their places in university life and the world of work. The graduating class of 1987 was comprised of almost 4,000 seniors; an estimated 60 percent will pursue college careers and postsecondary training. This year's class amassed more than $7 million in scholarships, financial aid, and awards.

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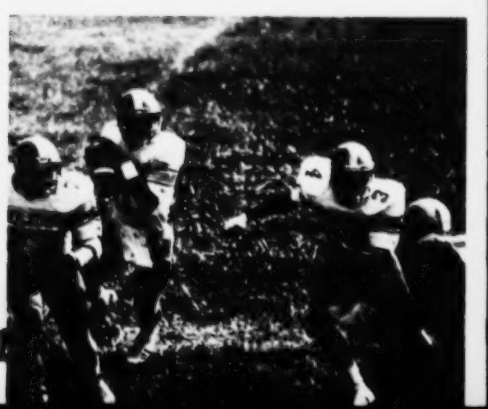


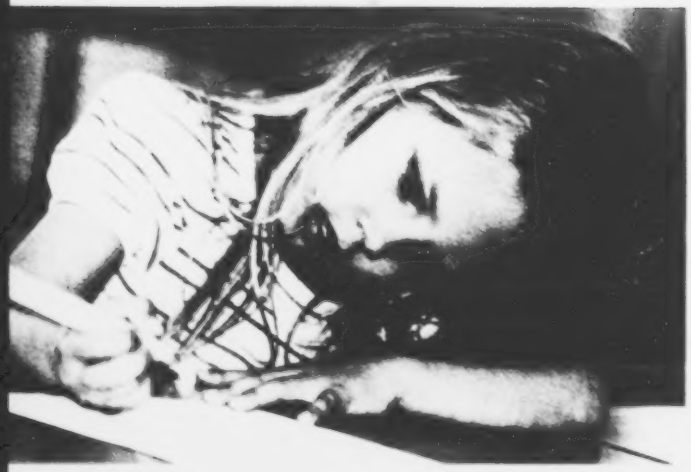
Teachers

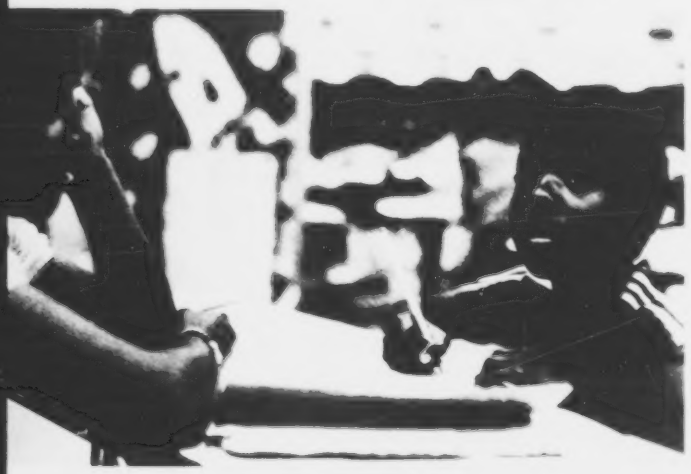
Student success is directly related to the quality of teaching and DCPS teachers have been largely responsible for the school system's continuing record of progress. In 1986-87, more than 6,100 teachers and teacher specialists (such as guidance counselors, librarians, and school psychologists) comprised the instructional corps, an increase of about 300 over the previous school year. These additional teachers helped to lower class sizes in secondary math and science courses and an additional 25 guidance counselors gave students greater access to career and school counseling services.

The DCPS teaching staff is a highly educated, experienced cadre of educators. More than half of DCPS teachers have 15 years of experience or more and almost 50 percent hold master's degrees and 20 percent have doctorates or have completed some training toward a doctoral degree.

Maintaining its high caliber teaching force has been a major DCPS priority in recent years. In school year 1986-87, the teacher incentive program was expanded. This multifaceted effort includes a strong recruitment campaign to attract new teachers to DCPS; a teacher-mentor program to pair experienced teachers with new hires; and awards to recognize creative teaching efforts and encourage collaboration within the teaching profession.

Writing





In 1986-87, the school system launched its first efforts under a five-year writing skills improvement plan. The initiative is designed to increase students' writing abilities at all grade levels and in all subject areas. The plan employs a "writing across the curriculum" strategy; students are given written assignments in all classes and improvement of written communications is emphasized in all aspects of the school program.

Composition aides and theme readers were employed this year to assist teachers in assigning and correcting student writing assignments. These assistants allow teachers to give students more practice in writing and more individual assistance in improving their skills. The initiative also calls for word processing and writing centers to be established in all schools.

Additionally, the plan will require extensive training in writing instruction for all subject area teachers and instructional support personnel. English teachers will be required to be recertified in writing instruction by 1991.

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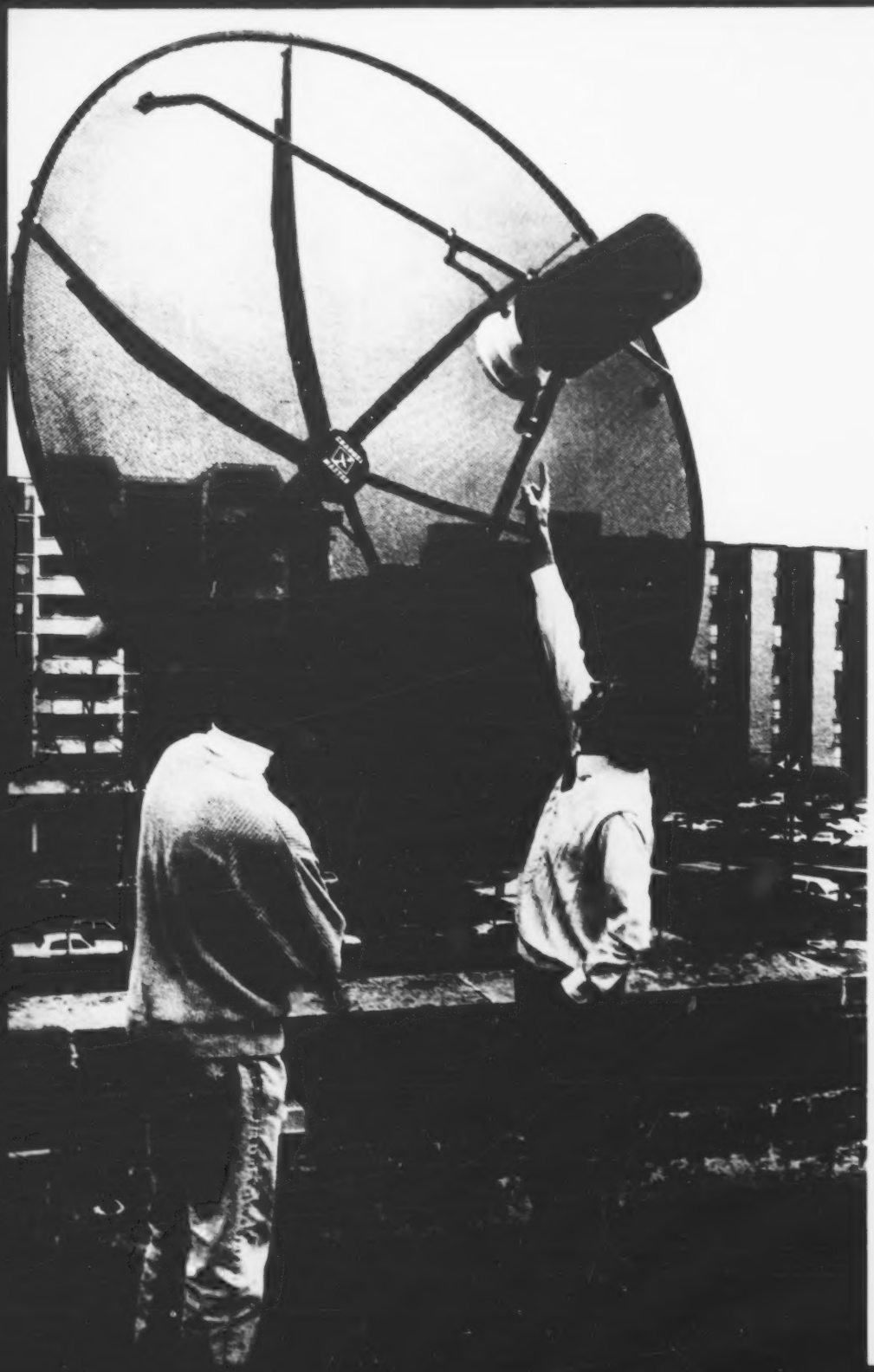

Technology

School year 1986-87 marked the final year of a five-year computer literacy plan for DCPS, the first such plan of its kind in the nation. The accomplishments achieved under this long-term effort include: the establishment of computer laboratories in every school; the completion of computer training courses by all instructional personnel; and a computer literacy graduation requirement beginning with the class of 1988.

The D.C. Public School system has brought educational technology to virtually every area of traditional learning. Students in primary grades are making substantial gains in reading and writing skills via the computer. Inter-active video discs are used in secondary schools and students can access the city library's card catalogue from their schools. Teachers can train with educational experts by way of satellite communications.

Computers are used for remedial work, often accelerating students' skills by more than a grade level in just a few weeks of computer-assisted instruction. At the computer keyboard today, some students are learning job preparation skills, others are delving into engineering and finance problems, still others are working on advanced placement courses and researching possible college choices.

Furthermore, the school system has employed high technology to increase the efficiency of countless administrative support functions, including transportation routes, personnel files, supplies inventory, procurement processes, textbook warehousing, and communications among schools and offices.

A R C H
ACTION TO REHABILITATE COMMUNITY HOUSING

A COOPERATIVE EMPLOYER EDUCATION PROGRAM
CO-SPONSORED BY
THE POTOMAC ELECTRIC POWER COMPANY
AND
THE DISTRICT OF COLUMBIA PUBLIC SCHOOLS
DEDICATED MARCH 18,1987

The success of any school district depends upon not only the work of its students, teachers, parents, administrators, and staff but also the support and involvement of its community. Much of the D.C. Public School system's progress this year and in years past can be attributed to a wide variety of "partners"—school volunteers, local businesses, government agencies, foundations, national corporations, and community leaders.

In school year 1986-87, more than 20,000 persons served as school volunteers; five times the number of volunteers in 1981. More than 100 businesses and 60 local and federal agencies are working with individual schools and programs. Every local university and college has established joint efforts with the school system. Embassies, museums, and historical organizations are working to bring new learning opportunities to students.

And this year, added to this very long list of projects undertaken by DCPS partners are: Project Success, a collaboration with the D.C. Department of Human Resources to secure jobs for all graduating seniors not pursuing college careers; Project Excellence, a scholarship campaign for promising students initiated by journalist Carl Rowan; the Police Cadet Academy, a program sponsored with the Metropolitan Police Department to recruit and train students for law enforcement careers; a housing rehabilitation training and job program launched with the Potomac Electric Power Company to teach carpentry, drafting, and building-management skills.

Additionally, at the close of the school year, DCPS' first "I Have A Dream" Foundation project was announced: Real estate franchise owner George Kettle has invested $300,000 on behalf of the graduating sixth grade class at Winston Educational Center to guarantee that all their college expenses will be met upon their successful completion of high school. Kettle announced his goal of securing a total of ten such benefactors for similar projects in DCPS.

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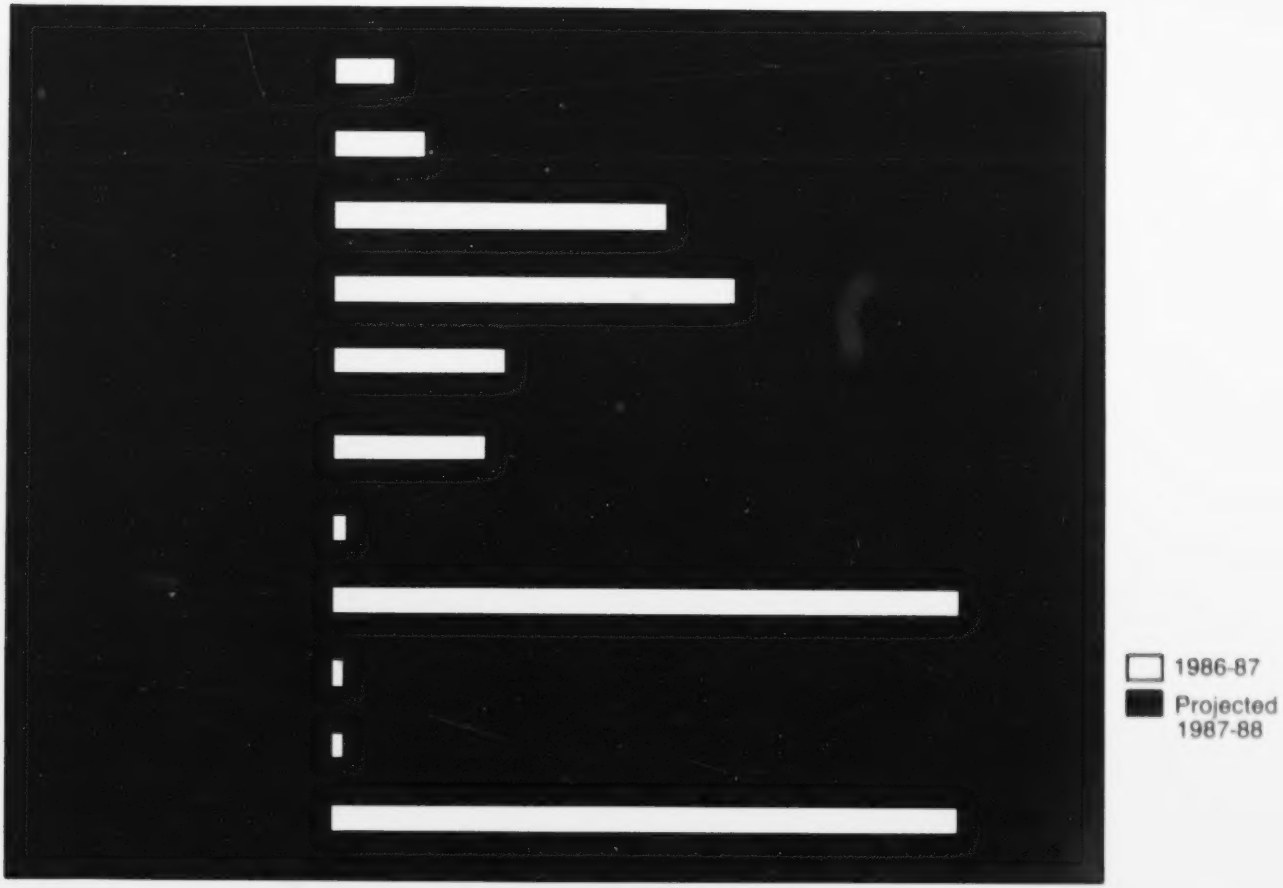
Partners

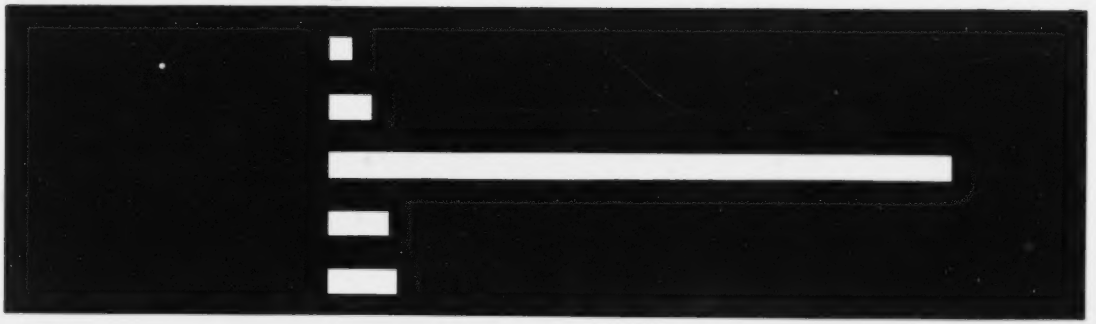
Statistics

The charts on these pages highlight some of the pertinent 1986-87 facts and figures about the D.C. Public Schools. Illustrated here are enrollment data, budget allocations, and employee distributions as well as information on the increase of language-minority students and pre-kindergarten programs.

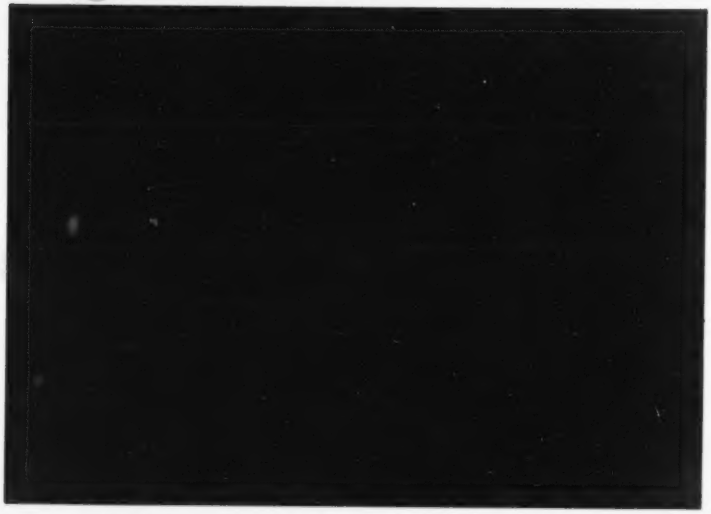
Student Enrollment



Ethnic Membership



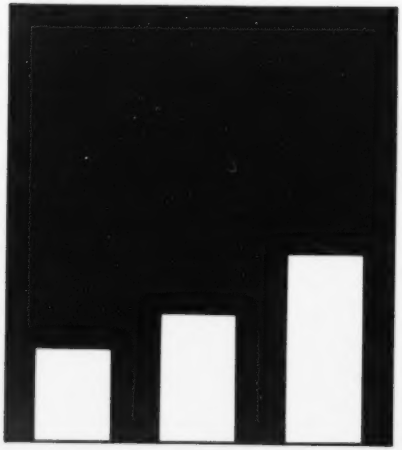
Bilingual Enrollment



K-12
K-12 and Adult

*Projected

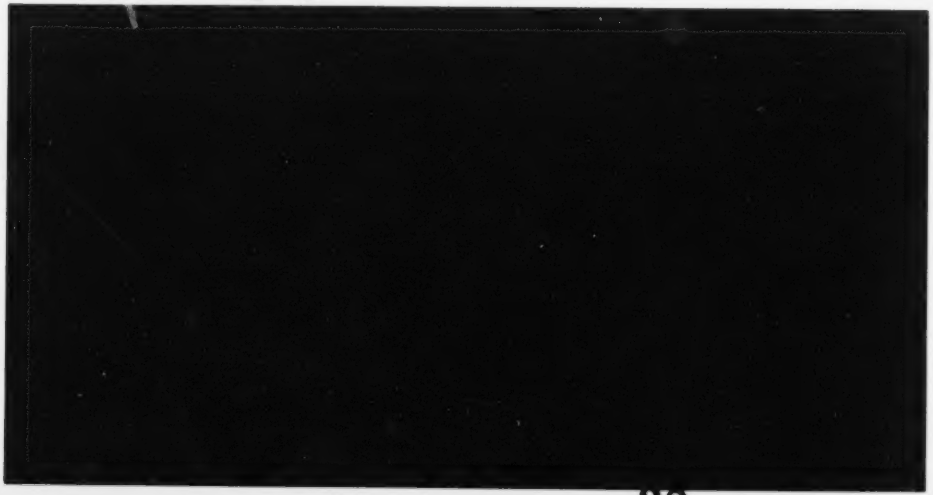
Pre-K Programs



85-86 86-87 87-88*

*Projected

Full-Time Employees



Budget Allocation

Per Pupil Expenditures

Federal Funds
Appropriated Funds
Total

*Projected

1986-1987
District of Columbia Public Schools
Board of Education

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Superintendent of Schools
Chief State School Officer

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President
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Bettie G. Benjamin
Ward 5 Representative

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Ward 6 Representative

Nate Bush
Ward 7 Representative

David H. Eaton
At-Large Representative

Wilma Harvey
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Eugene Kinlow
At-large Representative

R. Calvin Lockridge
Ward 8 Representative

Phyllis Etheridge Young
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Wanda Washburn
Ward 3 Representative

Angela Hill
Student Representative

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Management Services

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Student Services

William H. Brown
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Region D

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Communications

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Bilingual Education

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Director
Human Resource Management

J. Weldon Greene
Director
Planning and Program Development

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Latinee G. Gullattee
Assistant to the
Superintendent

Sheila G. Handy
Assistant Superintendent
Region B

Thomas Harper
Assistant Superintendent
Region A

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Director
Certification

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Region C

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Educational Technology

Otho E. Jones
Assistant Superintendent
Career and Adult Education

Shelton E. Lee
Director
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George H. Margolies
Director
Legal, Regulatory and Legislative
Services

Wilbur A. Millard
Associate Superintendent
Special Services and State Affairs

Kenneth W. Nickoles
Director
Labor Relations

Rung K. Pham
Director
Finance

Reuben G. Pierce
Director
Secondary School
Improvement Unit

Anne W. Pitts
Director
Chapter I

Marvin D. Raines
Director
Information Resource Management

Dorothy C. Stephens
Director
Instructional Services Center

Andrew Weeks
Director
Buildings and Grounds

E. Louise White
Director
Staff Development

Doris A. Woodson
Assistant Superintendent
Special Education